



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

the theory entirely. It is true that at the end of the chapters "notes" of explanation are added. But the explanation often clouds rather than clarifies the subject. Common law, for instance, it is asserted (p. 157), "consists of a set of rules and principles which have not been promulgated by a legislature, but which have grown out of custom and usage and have been gathered from political decisions and from the opinions of jurists." In the same paragraph we read that "common law may be said to be unwritten, for its rules are not formulated in written documents." This statement may seriously be questioned. Walker, e.g., in his *American Law* (p. 53) says that common law "is the stupendous work of *judicial legislation*. Theorize as we may, it has been made from first to last by judges." And what are the opinions of judges but written documents? That the author's opinions are not clear to himself or that his statements are misleading to scholars is not the question; but this work is not intended for scholars but for elementary students, and these statements are cited merely for the purpose of calling into question the advisability of attempting to present abstract and theoretical subjects to beginners in civics.

Part II deals with the organization of government, national, state, and local, the government of territories and dependencies, and party organization, while Part III describes the functions and services of government under such chapter headings as defense, international relations, taxation, national finance, state finance, public debt, currency, commerce, elections, education, corporations, labor, crime, charities, and the police power. Questions, notes, and suggestive exercises, and topics for special work follow each chapter and are valuable aids in stimulating further study of the subject. Numerous illustrations are also interspersed throughout the work.

Introduction to Political Science. By RAYMOND GARFIELD GETTELL.
Boston: Ginn & Co., 1910. Pp. 421.

With the growing interest in the social sciences in colleges and universities and among thinking people in general, there is need for a book that will give a general outline of political science. In the words of the author, "the chief purpose of this book is to combine in brief compass the essentials of political science . . . by showing the interrelations among the various divisions of the subject, to bring out more clearly the essential unity of the state."

The work begins with a list of general references and a list of periodicals containing material of importance in political science. After a brief survey of the nature and scope of the subject the work is divided into three parts—"The Nature of the State," "The Organization of Government," and "The Ends of the State." Each of these three divisions is analyzed and discussed in its various phases—Part I under such chapters as "Origin of the State," "Theories of the State," "Sovereignty," "Forms of the State and of Government," and "Constitutions"; Part II under the "Electorate," "Separation

and Division of Powers," "The Legislature," "The Executive," "The Judiciary," "Political Parties," and "Local Government"; Part III under two chapters, "The Province of Government" and "The Functions of Government." These chapter headings suggest the general scope of the work. There are, in all, twenty-five chapters, each preceded by a general outline and a list of references to standard works bearing upon the subject. These references are, with few exceptions, to works written in, or translated into, English, but they form a very good list for outside reading for the average student, and that is what the work is intended for. While the author "aims to add little to the sum total of human knowledge," the work shows a wide reading and a mastery of materials and it certainly is a real contribution to those who wish to give a general course, in colleges and universities, upon this subject. It is an excellent textbook to place in the hands of students and forms a good basis for a wider study of political science, and, best of all, it is written in a clear, forceful style.

KARL F. GEISER

oberlin college

Agricultural Instruction in the Public High Schools of the United States.

By CLARENCE HALL ROBISON. New York: Columbia University, 1911. Pp. viii+205.

This book by Dr. Robison, which is No. 39 in the Teachers College series, "Contributions to Education," assembles the results of a prolonged and expensive investigation of the subject discussed. The wide range of data collected is well organized, and the items have been presented for the most part in comparable units.

A brief explanatory introduction is followed by chapters on Agricultural Education (8 pages), The Public High School (28 pages), Some Typical High Schools Teaching Agriculture (42 pages), Administration, Equipment, and Methods (16 pages), Preparation and Salaries of Teachers of Agriculture in the High Schools (14 pages), Special Secondary Schools of Agriculture (25 pages), and Problems of Agricultural Instruction in the Secondary School (40 pages). There are also two appendices, one of which reviews the legislation pertaining to agricultural instruction in the public high schools, and the other presents a list of references on agricultural education. These references are chiefly supplementary to the bibliographies in the Bureau of Education bulletins by L. H. Bailey and J. R. Jewell.

The chief values to the reading public of books typified by this one under review, are two: the source material made available, and the constructive suggestions which the author may somewhat mature in the course of his work. The first-hand materials presented by Dr. Robison were secured by questionnaire replies, catalogues and records, personal visits, and state reports, as well as data secured directly by the author from summer schools, administrative